HIST 78.04/ASCL 64.14
Slaves and Rebels in Korea, 1392–1910
(Fall 2020)

Class time: C hours MWF 10:20 am–11:25 am, x-period: Th 12:30 pm–1:20 pm
Professor Soyoung Suh (soyoung.suh@dartmouth.edu)
Office hours: TBA

Course Description
This course explores the history of Chosŏn Korea (1392–1910) through the experiences of outcasts and commoners. By examining the desires and despair of peasants, slaves, rebels, entertainers, and religious minorities, this course assesses the foundation of the state and the operation of society as manifested at the margins of society. How did the religious and intellectual heritage of Korea legitimize hereditary status, slave ownership, gender division, and regional discrimination? In what ways did ordinary people conform to or struggle against elite governing? Does the longevity of the Chosŏn dynasty testify to the successful control of the status system by those at the top? Or, does the stability elucidate social mobility and dynamic interactions across the status divisions? Focusing on various status groups illuminates the mechanisms of domination, compliance, and resistance operating at the micro level. The experiences of the underrepresented shed light on the transition to modern Korea and present the complicated process of constructing Korean identity over time. A background in Korean history is not required.

Grading
Attendance and participation: 20%
Weekly responses: 15%
Mid-term essays: 30%
Final essay: 15%
Mini Research Paper: 20 %

A 100-95  A- 94-91
B+ 90-87 B 86-84 B- 83-81
C+ 80-77 C 76-74 C- 73-71
D+ 70-67 D 66-64 D- 63-61 F 60 & below

Course Requirements
1. I recognize that we have been facing very unusual circumstances since the spring term. While I have provided options for synchronous and asynchronous participation, you may find yourself in a situation that makes it challenging to keep up with the course material or participate in any fashion. If such a situation arises, please reach out to me as soon as possible so we can find a solution. I’ll be more than happy to work with you to find an avenue for participation that works for your situation.
2. Course materials will be made available and assignments will be submitted via Canvas. Class meetings and office hours will be held via Zoom. If you have any difficulties accessing these technologies or are unsure of how to use their necessary features, please reach out.

3. Students are required to post **TWO responses weekly**: In your lecture response, you are expected to answer questions about the lecture content, primary sources, or films. You’re welcome to raise any questions about the lectures, too. Your lecture response should be rendered in 300–400 words. Your reading response should include a brief assessment of ALL readings and two or three discussion questions in less than 500 words. Detailed guidelines for submitting the two responses on Canvas will be provided during our first Zoom meeting.

4. You are required to respond to seven out of eight weekly themes, which involves the submission of thirteen responses altogether (no lecture response is required for theme 6).

5. **We will meet Wednesdays and Fridays.** During the Wednesday meeting, we will focus on discussing primary sources, pre-recorded lectures, or films. On Fridays, a student (or a team of students) will be in charge of leading the class discussion. The student will be responsible for collating and summarizing the class’s submitted criticisms of and questions about the assigned readings. Active participation in class discussions is required.

6. The midterm exam will consist of two essays of up to 1,200 words each. For the final exam, you are expected to submit one essay up to 1,200 words and one mini-research paper of 2,000–2,200 words. You will be asked to submit a written proposal for your mini-research paper by 6 pm Sunday, Oct 25 (S). The exam paper and the mini-research paper must include proper citations and a bibliography.

**Guidance on Class Participation**

1. Come to class prepared (e.g., complete the TWO assigned responses), be respectful of others, engage in thoughtful conversation about the material and discussion topics, and encourage others to contribute.

2. **Please keep your microphone muted unless you are talking.** This will limit intrusions of local environmental noise and audio feedback.

3. If you have the necessary equipment and internet access to do so, **please turn on your video during class.** This will make it easier to track who is talking and help us maintain a sense of community at a distance.

4. **Whenever possible, please try to limit multi-tasking,** such as scrolling on your phone or navigating out of the Zoom call and into other programs or windows, unless it is directly relevant to what we’re doing in class.
5. When you are unable to join live class Zoom meetings, please talk to me as soon as possible. I'll assign additional work, such as watching the recorded class session and then posting your reflections on Canvas.

**Honor Principle**

All academic activities will be based on student honor. Students should re-familiarize themselves with the Academic Honor Principle on the Dartmouth website: http://www.dartmouth.edu/~uja/honor/students.html

**Student Accessibility Needs**

Students with disabilities who may need disability-related academic adjustments and services for this course are encouraged to see me privately as early in the term as possible. Students requiring disability-related academic adjustments and services must consult the Student Accessibility Services office (Carson Hall 125, 646-9900, Student.Accessibility.Services@Dartmouth.edu). Once SAS has authorized services, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to me. As a first step, if you have questions about whether you qualify to receive academic adjustments and services, you should contact the SAS office. All inquiries and discussions will remain confidential.

**Student Wellness**

We recognize that the academic environment at Dartmouth is challenging, that our terms are intensive, and that classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including: your undergraduate dean (http://www.dartmouth.edu/~upperde/), Counseling and Human Development (http://www.dartmouth.edu/~chd/), and the Student Wellness Center (http://www.dartmouth.edu/~healthed/). We encourage you to use these resources and come speak with us in order to take care of yourself throughout the term.

**Religious Observances**

Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

**Academic Skills Center (http://www.dartmouth.edu/~acskills/)**

The Academic Skills Center is open to the entire Dartmouth Community. Here are some common reasons why you might visit the ASC:

- You're getting B's, but you want to get A's
- You don't feel comfortable talking in class
- You're attending class regularly, but you feel like you're missing important points
- You feel like you're a slow reader
- You're having trouble completing tests in the allotted time
• You're spending hours studying for foreign language but still not “getting it”
• You feel like you don't have enough time to get everything done
• You're not sure how to take notes
• You want to sign up for a tutor or study group
• You're not sure if you should get tested for a learning disability

The Research Center for Writing, and Information Technology

(RWiT: http://writing-speech.dartmouth.edu/learning/support-writing-research-and-composing-technology/rwit) Located in Berry 183, RWiT is a free service dedicated to helping members of the Dartmouth community develop more effective strategies for generating and organizing their ideas, finding and evaluating research sources, and presenting and revising compositions in a variety of media. Through informal dialogue, RWiT tutors assist writers in developing better compositions and more effective composing strategies. A collaboration between the Institute for Writing and Rhetoric, the Library, and Academic Computing, RWiT brings together faculty, administrators, staff, and students to focus on the art and science of composition.

All academic activities will be based on student honor. Every work submitted for this course must be the independent work of the enrolled student. For more information about plagiarism and how to avoid it, please see: www.dartmouth.edu/~writing/sources.

Textbooks

Peter H. Lee and Wm. Theodore de Bary eds., Sources of Korean Tradition vol. 1& 2 (Textbook excerpts and assigned papers are available on line)

Recommended Books

Kyung Moon Hwang, Beyond Birth: Social Status in the Emergence of Modern Korea (Cambridge MA: Harvard University Asia Center, 2004).
George L. Kallander, Salvation through Dissent: Tonghak Heterodoxy and Early Modern Korea (Honolulu: University of Hawaii Press, 2013). On-line
Sun Joo Kim, Marginality and Subversion in Korea: The Hong Kyongnae Rebellion of 1812 (Seattle: University of Washington Press, 2009). On-line
Sun Joo Kim, ed, The Northern Region of Korea: History, Identity, and Culture (Seattle: University of Washington Press, 2010). On-line

**Course Schedule**

**Theme 1: Introduction**

Sep 14 (M): Course introduction
Sep 18 (F): Discussion

Readings


Lecture response is due by 6 pm Sep 16 (W)
Reading response is due by 6 pm Sep 17 (Th)

**Theme 2: Legitimizing the Yangban Elites’ Status**

Sep 23 (W): Hereditary Status and Social Mobility
Sep 25 (F): Discussion

Readings

- Deuchler, Martina, *Under the Ancestors’ Eyes: Kinship, Status, and Locality in premodern Korea* (Cambridge, Mass; London: The Harvard University Asia Center, 2015), 64–76

Sources of Korean Tradition, vol 2, 20–23, 34–43, 60–69

James Palais, *Confucian Statecraft and Korean Institutions: Yu Hyungwon and the Late Chosŏn Dynasty* [On-line]

**Dues**

Lecture response is due by 6 pm Sep 22 (T)
Reading response is due by 6 pm Sep 24 (Th)

**Theme 3: Slaves and the Outcast**

Sep 30 (W): Was Chosŏn Korea a “Slave Society”? Oct 2 (F): Discussion: The Lives of Paekchŏng

**Readings**


**(optional)**


**Film**

*The Servant* (by Kim, Dae-woo 2010)

**Dues**

Lecture response is due by 6 pm Sep 29 (T)
Reading response is due by 6 pm Oct 1 (Th)

**Theme 4: The Literati and Kingship**
Oct 7 (W): The Weak Monarchy?
Oct 9 (F): Discussion

Readings


*Sources of Korean Tradition*, vol 1, 274–276, 283–292, *Sources of Korean Tradition*, vol 2, 12–20, 26–33

(optional)


Film

*The Throne* (by Lee, Joon-ik 2015) and *The Masquerade* (by Choo, Chang-min 2012)

Dues

Lecture response is due by 6 pm Oct 6 (T)
Reading response is due by 6 pm Oct 8 (Th)

**Theme 5: Gender Norms and Sexuality**

Oct 14 (W): Marriage, Divorce, and Adultery Cases
Oct 16 (F): The Discourse of Virtuous Women

Readings

Jungwon Kim, “‘You Must Avenge on My Behalf’: Widow Chastity and Honour in Nineteenth-Century Korea,” *Gender and History* 26:1 (2014), 128–146
Anonymous, *The Tale of Lady Pak* (circa. 17th century)
*Sources of Korean Tradition*, vol 1, 316–326, *Sources of Korean Tradition*, vol 2, 162–171
Jung, Ji-Young, “Questions Concerning Widow’s Social Status and Remarriage in Late Chosŏn,” in Michael J. Pettid and Youngmin Kim eds., Women and Confucianism in Chosŏn Korea (Albany: State University of New York Press, 2011), 109–135

Jisoo Kim, The Emotion of Justice: Gender, Status, and Legal Performance in Chosŏn Korea [On-Line]

Film

Untold Scandal (by Yi, Jae-yong 2004)

Dues

Lecture response is due by 6 pm Oct 13 (T)
Reading response is due by 6 pm Oct 15 (Th)

Theme 6: Secondary Status Groups

Oct 21 (W): Midterm
Oct 23 (F): The Formation of the Chungin Identity

Readings


Dues

Midterm essays are due by 6 pm Oct 20 (T)
Reading response is due by 6 pm Oct 22 (Th)
Research paper proposal is due by 6 pm Oct 25 (S)

Theme 7: Dissent in the Late Chosŏn
Oct 28: Organized Banditry and Localized Uprisings
Oct 30 (F): Tonghak as Religion and Rebellion

Readings

Sources of Korean Tradition Vol. 2, 171–180, 228–235

(optional)
Sun Joo Kim, Marginality and Subversion in Korea: The Hong Kyongnae Rebellion of 1812 [On-line]

Dues

Midterm essays are due by 6 pm Oct 27 (T)
Reading response is due by 6 pm Oct 29 (Th)

Theme 8: Entertainers and Religious Minorities

Nov 4 (W): Popular Religion in a Confucian Society
Nov 6 (F): Public-Space Entertainment

Zoom Meeting

Readings

Buswell, Robert E., “Buddhism under Confucian Domination: The Synthetic Vision of Sŏsan Huyŏng,” in Haboush and Deuchler, eds., Culture and the State in Late Chosŏn Korea (Cambridge, MA: Harvard University East Asia Center, 1999), 134–159

(optional)
Katherine Lee, Dynamic Korea and Rhythmic Form [On-line]
Film

*King and the Clown* (by Lee, Joon-ik 2005)

Dues

Midterm essays are due by 6 pm Nov 3 (T)
Reading response is due by 6 pm Nov 5 (Th)

**Theme 9: Where do we go from here?**

Guest Lecture and Students’ Research Presentation

Nov 11 (W): Guest Lecture: TBA
Nov 13 (F): Students’ presentation
Nov 16 (M): Students’ presentation

**Final Mini-Research Paper is due by noon Nov 18 (W)**
**Final Exam Paper is due by noon Nov 22 (S)**